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17. ABSTRACT (MAX. 250 WORDS)

A program of intellectual enrichment for superior high school seniors was begun in 1960 by the six central schools of Ulster County, New York. On Saturday mornings during the school year, 12 seminars are conducted by acknowledged authorities and nationally prominent lecturers, with topics varying from the humanities to the arts and sciences.

Sessions are of 2-hour duration, followed by a question-and-answer period between lecturer and students. Student participants are chosen on the basis of academic records and on recommendation of high school principals.

Since student evaluations provide a continual link of reactions and offer the coordinator the opportunity to make changes when necessary, participants are asked to give their opinions of the programs at the end of the school year. Most students feel that programs should be continued, that no personal social problems are created by their attendance, that they find themselves doing extra reading on subjects discussed, that experiences and knowledge gained justify the giving up of certain Saturday social functions, and that there is no interference with their homework schedules.

Attendance reports on each student, together with reactions and appraisals of the student group, are included. Names of speakers and topics since the inception of the program are listed.

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Dr. Kurland
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Curriculum and Resource Center

ED002307

1963-1964 Senior Seminar

Survey of Participating Students

Their Reactions and Appraisals

At the end of each school year the seminar students are asked to give their evaluation of the seminar program. Sixty-two (62) students responded to the questionnaire which they were sent, and their remarks and representative answers appear in this report. Their comments have been recorded as they were written, the only editing being the omission of similar or duplicated statements. The bracketed numbers to the right of a statement indicates the number of students giving a similar answer.

In addition to the survey, a record of the students' attendance for the year is included at the end of this report. You will note that 77 students were accepted for this year's program, 11 of whom were dropped because of poor attendance.

As in the past, the students' criticisms and suggestions were quite candid and very helpful. All answers to questions 10 and 11 which dealt with their specific recommendations were included. This kind of questionnaire offers the coordinator an excellent opportunity to find out what the students expect from such a program, and to make changes when necessary. It also provides a continual link of reactions from the students of one year to those of the next, keeping the Senior Seminar flexible with some responsiveness to the students' current thinking and concerns.

Respectfully submitted,

George Fernandez
Coordinator

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1. Should a similar Seminar Program by offered to next year's senior students?

Yes (60) No Answer (2)

COMMENTS

The aim of this program is a very worthwhile one. (1)

It has introduced me to fields I knew nothing about before, and really made me think. (2)

It was interesting and I liked the emphasis on science and math because I don't take those courses, and I liked having a change from English and Social Studies.

It alerts students to various fields of study. Generally the sessions were interesting even if not educational.

I consider it to be a very rewarding experience. (1)

Many of the seminars were both interesting and informative and I feel that this is a good program for the senior students who are selected to participate in it. (1)

I'm not sure.

All the seminars were different from anything I have ever encountered. For a change I was not talked down to. We had to come up to the speaker. This is wonderful.

I assure you I gained much from this year's program.

I feel some people who could have definitely benefited from the program were excluded. (1)

The seminars are at an awkward and inconvenient time. Perhaps a later time Saturday.

I greatly enjoyed the senior seminars. I only wish that some of the seminars could have been followed by a second seminar on the same general topic given by the same person. This is the feeling I got when I left the math seminar. Also, I feel that the time lapse between the next-to-last seminar and the last one was too long. Enthusiasm seemed to die away from many students.

It gives invaluable experience towards the enlightenment of student personalities. Most of the knowledge couldn't be attained any other way.

I felt that the Seminar program helps the student adjust to his upcoming college study in addition to enlarging his body of knowledge. (1)

The program was very valuable and stimulating, and should by all means be continued. (2)

If they are able to appreciate as we did.

This is definitely an experience that will broaden one's mind. It should be treasured.

2. Rating each session below, place one of the following letters after each seminar: E - Excellent; VG - Very Good; G - Good; F - Fair; P - Poor.

	Abs	E	VG	G	F	P
A Philosophical Inquiry into Your "Free Will".	2	8	13	13	21	5
Exploring Tomorrow's World - A Dialogue of the Future.	11	1	2	13	13	22
The Value of Man-Space-Flight - Its Science and Ramifications.	8	6	16	17	10	5
Thinking Straight and Propaganda	5	44	10	3	0	0
The Play...The Stage...and The Director. An Off-Broadway Experience.	8	35	14	5	0	0
The Nature of Prejudice and Discrimination in Africa.	7	7	19	20	6	3
Neuro-Psychology; A Capsul View of Behavior Analysis.	7	8	11	17	13	6
Life at the Molecular Level. A Bio-Genetic Approach.	8	7	13	13	19	2
Comparative Religion; Dead or Alive.	20	6	9	22	3	2
The Technical and Sociological Revolution in Obtaining and Transmitting Instant History.	23	8	11	14	6	0
Improbability: The Limitations of Intuition in Meta-Mathematics.	17	12	9	19	2	3
Management: A Problem of Human Engineering.	11	9	15	13	11	3

COMMENTS

I was unable to attend many seminar programs because of conflicting dates, emergencies, and a job.

Speaker was very poor in his presentation. (Free Will)

One of the best. Dinner Excellent. (Thinking Straight and Propaganda)

Tremendous. (An Off-Broadway Experience)

This was the best seminar I went to. (Discrimination in Africa)

A long trip for a two-hour visit. (Neuro-Psychology)

Too elementary. (Life at the Molecular Level)

Learned the most from this seminar. (Improbability)

Disappointing. (Improbability)

3. Would you have preferred more or less pre-lecture reading assignments?

More (17) Less (33) Same (7) No Answer (5)

COMMENTS:

They should have had more correlation to the topic. (1)

It would be wise to have more reading assignments only if each person has the reading material and if the lecturer makes use of this material. This will be an incentive to do the reading. (7)

Few students actually read the assignments. (1)

The assignments tended to interfere with my regular school work. I was unable to complete my reading assignments because of this. (6)

I think that the amount of reading assigned was good - more would have been taxing whereas less would have been insufficient. (5)

I would like to see some sort of information about each speaker given to all participants. The schedule of seminars, which we had, lacked a true description of the speakers.

I think that there should be more outside reading. Some on each seminar, but not a complete book.

I think I could have been much better informed beforehand and I could have understood certain topics better. Such as the first seminar. (2)

Less - of the kind of pre-lecture reading to which we were assigned. I must confess I did little of it. And I only enjoyed reading "A Raisin in the Sun". The book on Africa I barely skimmed and I never even saw the book on religions!

It would be easier to understand the discussions and to join in on the question period. (1)

I would recommend a more selective type of reading. For example, one had to read the play "Raisin in the Sun" to understand the talk, but in other seminars one did not need to read the material. (2)

I think that the assignments were mostly unrelated to the topic and not valuable since the guest usually got off on a tangent. If it is a very specific topic I suggest an assignment. Otherwise they should be omitted.

The reading assignments did not really contribute to my appreciation of the lectures.

The reading gave us a much better understanding of the subject before the lecture. I believe that all seminars should have reference materials.

As the program stands any more reading assignments would be of no benefit as half the time the books are not available. Unless every student has his own books this program is useless.

4. Have the seminar presentations confirmed or added to your ideas on different professions, or emphasis of study in college?

Yes (40) No (20) No Answer (2)

COMMENTS:

I'm interested in biology and the lecture on DNA & RNA was very good.

I'm definitely going to take fine arts in preference to science.

The seminars actually did not deal with professions and the advantages. They were a view of various people, not their work.

Yes. A greater interest in social sciences.

It has enlightened me on many topics, but college plans aren't one of them.

The 5th (The Play) and 7th (Neuro-Psychology) seminars were very helpful in this manner.

It didn't confirm or add ideas on professions, but did add to my knowledge in different fields.

However, a broader evaluation of specific jobs would be more helpful.

I want to be a physician and several of the seminars especially the one on DNA were highly interesting.

I found the probability program on math very interesting and I also liked the seminar on "Life at the Molecular Level".

The seminar on comparative religions has made a great impression on me - I hope to study this as an elective next year.

Enlarged my interests - towards philosophy and comparative religion, literature, etc..

All the programs that I thought were excellent or very good made me want to learn more in those fields.

I think they have shown me fields I never suspected could be so interesting. It made me more interested in a wider range of topics. (3)

They have encouraged me to pursue a liberal education, not deciding until later where I will specialize.

The lectures were not thorough enough to change my ideas drastically. (2)

The math seminar confirmed my interest in that field. The propaganda and instant history seminar also confirmed my secondary interests along the lines of psychology and lit.

They have shown me the principles of study in college.

I have become more aware of the functions of other professions.

It helped me to reaffirm my desire to be a psychologist. (1)

5. Generally, have your teachers asked you to report in any of your classes after attending certain seminar sessions?

Yes (6) No (56)

COMMENTS:

None of my teachers asked for reports but material from the students was volunteered. One of the lecturers spoke in our school at senior seminar students' request. (2)

After certain lectures on scientific data, we held open discussions in our physiology class (many senior seminar students are in this class) and in English class, we discussed our visit with Lloyd Richards. Dr. Roberts who spoke at an assembly program in our school, increased the material presented in his first lecture.

In Ellenville we had a special assembly presented by Dr. Roberts and our Economics 12 class spent a period with him.

No. Certain seminars, however, have aided us in class discussion. (1)

Sometimes in class discussions we would mention one of the seminars. (1)

Our teachers have taken little interest in these seminars. Perhaps this program should be talked about more in school to give other students in lower grades the initiative to try to do better in their school work so that they can be a part of this program.

I don't think that the faculty is familiar with the seminar and its objectives.

Only once, and that was my Mother, a cit. ed. teacher who I have gotten very interested in the program.

This happened only once before and after the seminar with Lloyd Richards.

The subject of the seminars never came up in any class. (1)

None of the seminars actually pertained to any of my present courses.

I seriously doubt that the teachers in our school know that this program exists. (4)

No. This is because no one class has just senior seminar students. It would not be fair to the others to discuss something they know nothing about.

No teacher asked us to report on a seminar, but in our philosophy class we discussed the seminar on free will.

The seminar seems relatively unknown to most teachers. I think more publicity would help.

Often ideas presented in seminars could be tied in with the high school subject matter.

Mrs. Mooney asked us to report on the seminars very often - whenever we reported to her privately that they were interesting.

6. Has this program tended to create any social problem for you in your school? (e.g., called egghead, stuffy, genius, etc.)

Yes (1) No (61)

COMMENTS

Created interest among classmates. We asked Dr. Roberts to visit our school and his visit was very enjoyable.

Most of the others were envious. (1)

It wasn't considered anything unusual.

None whatever. In fact, we came back with such interesting reports, that several students wished they could have been eligible for this program.

The people in our school consider this program as an honor to be a member of, and those who are in it are respected for it. (2)

The other students didn't remember who was attending the seminars or for what purpose they were held.

In the beginning it brought several facetious remarks.

Again, most of the students have never heard of this program except from those who are in it.

The rest of the school is not aware of the seminar. (2)

Juniors seemed very interested in the program - asked many questions about seminars and how they could "join" next year.

This has never been a problem at New Paltz.

I wouldn't care if it did. Must everyone always conform to follow the crowd?

I have had no personal experience with this whatsoever. However, I think those that felt the worst were the ones who just missed participating.

The Senior Seminar is mostly unrecognized, and because of the number of students participating there is no antagonism towards it.

No - Not too many students are aware of the Senior Seminar. Those who are look on it as a fun, social activity (because that's how we seminar students feel toward the seminar).

There was open approval of this program.

Definitely not, I think that it was a mark of respect.

They just wondered how I ever made Senior Seminar. (1)

7. Have you found yourself reading more into subjects which you discussed during the seminars which were presented?

Yes (36) No (25) No Answer (1)

8. Now that the program is over, what, in your opinion, seemed to be the feelings and attitudes of your parents as to the merits of <u>your</u> participation in this program?

<u>COMMENTS</u>:

They feel any education is good and they were pleased that the extra education is there for me if I want it.

They didn't care one way or the other. (2)

They were both very pleased with my interest in the program and my eligibility to participate. (11)

They felt that the program would be very beneficial to me, especially in college.

They don't think I participated as much as I should have.

My parents were pleased with my attending the seminars. They felt it added to my education. (6)

They were extremely pleased over the discussion that this program brought up. (2)

They think that the programs I enjoyed were worthwhile, and I think they wished that I had enjoyed more of them. (1)

They thought it was very worthwhile and encouraged me to attend in the first place.

They thought it was a highly worthwhile and beneficial program. (14)

My parents were enthusiastic because they believed it would aid my chances of acceptance to the college of my choice.

They thought the diversified subjects were beneficial.

In my opinion my parents seem to feel that my participation in the seminar program gave me an insight into fields of life into which I would not otherwise gained insight.

They did not feel that it was of much benefit to me and would rather have a few changes (I do not know what ones).

They were continually (throughout the year) interested in the program and whether I had enjoyed each lecture.

I think they felt it was a very worthwhile program because it brought me into contact with many things that didn't interest me before, but now do.

They highly approved of the program and its purpose. (2)

. For the most part, did you feel that the experiences and the fields in which you engaged during the seminars were worthwhile enough to justify your "missing out" on Saturday functions? (Social, extra-curricular, outside job, varsity sports, etc.). Underline one if appropriate for you.

Yes (49) No.(8) No Answer (5)

COMMENTS:

In most cases. I got nothing out of the second trip to New York.

It was worthwhile, and when we came back home we still had the greater part of the day for any activities. (5)

Most of the ones I felt wouldn't justify missing work I didn't attend.

Some seminars were worth missing anything for, while I was disappointed when poor seminars were presented. (1)

Rather than "missing out" on functions, the seminars filled in my empty Saturdays. Otherwise I would just have stayed home most of the time. (2)

Just having the honor of being in this program compensates for the few hours taken away from your time.

No. That's why I took a Saturday job near the end of Seminar.

There were some seminars that I felt were good, but I sometimes thought there were other things I would rather be doing at the time.

Many times it was inconvenient for me due to a job, doctors appointment or visiting friends.

I feel the fields discussed were of sufficient value but perhaps not practical as most of the information was not related to my immediate future.

Having some seminars during the week as we did this year is the best solution to this.

Certain seminars did not justify "missing out".

I "missed out" on sleep for the most part. But it's good training for college life.

Because I skipped a Saturday practice I was cut from the team (basketball) for the best part of the season.

There were times, however, when the Saturday functions could not be avoided.

My education in my job on Saturday included much that I would not get in afternoons. At work I got four hours of work compared with the two at seminar.

I got home from the Prom last Saturday at 6 A.M. and managed to get up to come to seminar.

. The Senior Seminar is being continued. What might you suggest to improve it? What SPECIFIC changes would you recommend? (Organization, kinds of student involvement, length, etc.).

More New York field trips - e.g. to Metropolitan Museum, Lincoln Center.

The topics should provoke thought and discussion.

More effort should be taken to bring students of different schools together, introductions or something. (1)

The variety was well chosen but unfortunately not all the speakers were interesting, a factor the BOCES cannot truly help. Try to keep the material to outstanding issues or information that students are not likely to seek or find in general reading and work.

There should be more lectures on the basis of open discussion between the student and lecturer. It keeps the student much more interested in the speaker and topic.

There should be a type of student panel discussion for which one from each school has prepared enough information.

Have the screen, camera, slides, etc., ready beforehand. Don't waste valuable time.

Smaller groups (on the order of the Syracuse Cit. Ed. Conference) would promote more thinking and much more participation on the part of the students.

More seminars should be offered in the winter months when activities were few. The spring brings many school trips as well as some college orientation days (Rutgers 5/16).

The organization and length is good. However, I don't feel there was any mixing between the students of the different schools.

I enjoyed the field trips very much and would have liked having another one. The trips were both very interesting and gave us a chance to see things at first hand.

I think something should be done to encourage the student to participate more.

Mainly, I feel that most of the seminars were worthwhile. However, I think that the first one was poor. To keep up student interest, the first program should be planned so that it is assured of being a success. I also feel that if every so often a seminar was scheduled in which students could take an active part throughout the complete program that any signs of boredom would be completely eliminated.

I feel that there should be more contact between the various school students. A method of achieving this would be a trip to a play, ball game or the World's Fair.

I offer no suggestions - but the parts I enjoyed the most was discussion session with our various speakers.

10. (Continued)

I thought the organization was good. I really enjoyed and learned a lot from the seminar by Dr. Hirabayshi because of the informal arrangement.

New York trips should be farther apart in the year.

More field trips or experiments in fields, such as a visit to a conservation department headquarters. The 10 minute break is a good idea.

More trips to labs (Texaco, etc.) or maybe a T.V. studio.

I feel that it was a waste to make two trips to New York City and not do more than we did. For example, we should have seen a play as well as visit with the director of "Raisin in the Sun" instead of going and coming from the studio.

More evening programs. Better method of selecting participants. Some seminars closer to the distant schools.

More field trips.

The variation of speakers could not have been better. One speaker had us separate into small groups and present our opinions on a certain subject after a few minutes of discussion. I thought this was very clever and might be employed by others.

Not so early on Saturdays. Lecturers who are not only speaking to a few extra-brilliant students.

More participation on the part of the students at the lecture. Subjects of more immediate value and interest to the student. I think the student groups should be encouraged to mix more instead of remaining more or less segregated.

Questionnaire of preferred topics prior to the seminar program.

Changing the time from 10 - 12 to 11 - 1 would be more convenient for students from outlying districts.

No student should be kept from participating in this program. Someone graduating a year ahead of time or someone that has just moved into the district, under the present system is not eligible because they didn't take the qualifying exam.

More discussion periods during seminar. (1)

I feel that more seminars dealing with the fields of science and mathematics would be an aid to the students because of all the emphasis now placed on science. I feel very few students realize the many fields of these two subjects and thus miss out.

I think that one hour should be long enough for each lecture with extensions for those participants who so desire.

I would suggest that the seminar be held at another time than Saturday.

(Continued)

Move some of the seminars out of that ugly, depressing lecture hall in the college. Use other facilities around the county. In our area (Woodstock) there is a great variety of experiences which would be enjoyable for a group as diverse as the Senior Seminar. e.g. John Pike. He has a water color school in this area and he gives fascinating lectures accompanied by demonstrations. Rotron Manufacturing Co. is a fine example of Human Engineering in action. This firm has a good public relations department which would be glad to arrange a tour of their beautiful plant. Certainly, the other school districts have equally interesting opportunities. The speakers do not have to be famous to be interesting.

I would have enjoyed a double session of one topic - which should be less than a week apart. I also think that a concluding "party" type arrangement would be nice at the end of our seminars.

It would be nice to randomly choose various students to act as "master of ceremonies" each week. They could do research on the speaker and introduce them.

More stress on question and answer period after the lectures.

I suggest no changes - it's good the way it is. (1)

I think, if possible, there should be more seminars next year. Also there should be more at night.

It would be nice if after the last lecture all the students could get together for an hour or so to talk about the entire seminar program.

I think that before any trip is undertaken by the group, definite plans should be made as to where the group will eat. Both of the lectures in the city were excellent, but the last trip was spoiled by lack of planning.

Having more things in which the students may actively participate.

It should start at nine o'clock so that students who have many questions have much more time. The question period that lasted after twelve caused many to leave for lunch.

11. If you were to participate again, what <u>new</u> subjects or topics would you feel worthy enough to include in the program, next year? (Feel free to suggest any names of speakers, as well).

Music (2)

Art (1)

Automation

It was a well rounded program this year. I wouldn't suggest any new topic.

World Languages

Supreme Court and its importance.

Our Government - Behind the scenes.

Something about writing (a well known novelist would be a good speaker).

Economic problems

Communism vs. Capitalism

Peace Corps

More subjects on medicine should be offered. On such things that would be beneficial to all members in the future.

New fields like Oceanography, Computers, etc..

A discussion of Lasers by Gerald Reynolds from IBM.

A speaker from a foreign land and a representative from the Peace Corps.

I would suggest a speaker who could tell us about our American heritage.

I would like something on English literature. Also why not get a fairly well-known author to speak on writing styles.

I would like to see one or two seminars on government. If possible, I feel it would be a good plan to get some public servants to speak on their views about our economy and system of government. I know this would be difficult, but I am sure the students would like it since it will be they who will soon vote and decide how our country will be run.

Keep up topics of current importance (space, medicine). Perhaps someone from a governmental agency (Defense, State Department).

Local residents to discuss local problems, such as schools, crime and business. A government official to discuss policies such as foreign policy, fiscal policy, civil rights or education.

More dealing with philosophy - less specialization in certain fields.

Literature (comparative) (1)

11. (Continued)

Dr. Peter Bohan - Art Gallery Director, S.U.C.N.P. to speak on architecture, art history, etc..

Criminology

I think a modified College Bowl quiz program between the schools would be fun and interesting.

Possibly an athlete in some major sport.

Something about literature and or a speaker on Shakespeare. I consider this very interesting and of great value.

Mr. Lloyd Richards
Prof. Charles Siepmann

Politics and Sociology should be covered next year.

Linear programming and use of the computer in today's world.
Hydrocarbons and organic chemistry.

Sociology
Foreign relations

I am extremely sorry that we were not able to hear Mr. Monteaux and I think he should definitely be asked to participate next year. Music is important. Perhaps a seminar concerning art (painting, sculpture) would be enjoyable. There is much local talent in the area e.g. Mr. Ed. Chavez, John Pike and many others that I'm sure would help. I think the most outstanding seminar was given by Professor Charles Siepmann. I felt it was by far the most stimulating. He should definitely speak again, if possible. What a wonderful, wise man he is.

Something in the field of music (folk and classical)
Art - lecturer Edward Chavez
History - Mr. John W. O'Grady

I think the program should be varied, perhaps more emphasis place on the arts.

Radioactivity
Evolution of the language.

One seminar on aspects of engineering would be of interest to many students. A field trip to the Guggenheim art museum would also be desirable.

Something about law.
Engineers

More modern subjects for example; the sciences - nuclear physics, etc.

A seminar on music and/or the arts should be included. Have you ever tried a "languages" seminar? Foreign exchange students could be used in this type of seminar. And trips are always nice whether it be to New York City or some other place. Albany. U.N.

11. (Continued)

Cancer Research
Photography
How to Combat Communism
Politics
Birth Control

I feel that the program needs more controversial discussion to encourage student participation.

Programs in science which you have already. I felt that your program was very diversified.

I would throw out the one field trip to Albert Einstein, in its place I would put a field trip to a laboratory like Bausch and Lomb in Buffalo. Another topic I feel would be of interest is local history.

More about medicine - not elementary biology which is what we were presented with this year.

There was a good variety of topics.

A discussion of a particular piece of literature to be read before the lecture would be interesting. It would be nice to have it in the nature of the "Books for Our Time" program with August Hecksher on Channel 13.

The variety was good and I don't believe it would be possible to recommend more interesting topics.

I would like a tour of a biology laboratory included.

The program was well rounded. It should be continued next year with the same or similar topics.

I think something in the field of art or music would help to broaden the scope of the seminar.

A taste of each subject helps all of us to expand our education.

This year, for the first time, a few seminars were held in the evening during the week. Did these help to give you more free Saturdays throughout the year?

Yes (49) No (11) No Answer (2)

Did they interfere greatly with your homework schedule?

Yes (1) No (52)

COMMENTS:

It's better if the seminars are on one specific day at one specific time so your schedule isn't interrupted during the week.

Where there's a will, there's a way! Both speakers compensated for the homework rush.

I didn't go to most of them. I couldn't miss too much work.

Although they did not interfere greatly, they did interfere. I would rather have had them on Saturday. (1)

More evening sessions would be helpful especially in the spring when activities increase. (2)

A few at night is a good idea. (1)

The seminars at night broke into the middle of my homework schedule. They should have been earlier or later.

Not getting home from school until 4:30 and leaving at 6 and returning at 10 is too much.

The nighttime seminars merely disrupted my schedule and made me angry and rebellious.

The homework load of the average high school senior is not so heavy that the latter part of one evening cannot be spared. (1)

They were difficult to go to because of homework and schoolnight routines. (4)

Since we know when they are, it is not difficult to plan accordingly. (3)

They were more fun at night. It got monotonous having them every Saturday morning.

It was a welcome variety from the normal school week.

They did interfere very much so because I hold an after-school job. If I didn't, I don't think they would have though.

Wednesday was a bad day for me and I would have preferred the seminars on other weekdays.

I live on a farm and so work on my "free" Saturdays.

13. Did you find the Student-Parent Orientation Night Program an important "kick-off" meeting for you and your parents?

Yes (25) No (32) No Answer (2) Not There (3

COMMENTS:

Many comments made to the participants were repitious of other speeches made by many other people. It seemed as though the speakers were trying to convince us that the program would be a waste of time when we had already signed to get as much out of the program as possible. The parents, though, were assured that the program was worthwhile.

Too "formal" for students to get to know each other - good for parents and students together.

It gave my parents and myself an idea of what to expect in the forthcoming seminar sessions. (7)

The idea of the program was good, but the speakers were not too interesting. (1)

I think most parents - at lease mine - were impressed with the variety and magnitude of the program.

We talked to other students, but not too many. Meeting new students should be planned as a part of it. (10)

Perhaps if the social hour came first, the orientation would have been more worthwhile. People were anxious to get home after the program.

I think this was a good idea, especially as far as parents were concerned. I feel that every parent enjoys learning about an activity in which his child will participate. It is simply a nice and considerate gesture. (2)

I felt this was worthless. There is no point in having the parents there and an outline of one year's program could be accomplished very well in a few minutes before the first seminar. (1)

When schedule is first given, an explanation of what topic the speaker is going to concentrate on should be given to aid in pre-research. The titles were very misleading.

My parents learned something about the program, but neither felt that it was a very important night. (2)

No information was given at that meeting which could not have been communicated through a letter to the parents. The entire meeting had the tone of apology.

I didn't like it but I suppose something of this sort is necessary.

The Student-Parent Orientation Night Program might have helped my parents, but I already knew about the seminar from being in contact with students who had already participated in the program. Another lecture would have been more valuable.

1963 - 1964 SENIOR SEMINAR

ATTENDANCE REPORT

The following are the attendance records for each school. Lines through any student's name and record indicate that the student was dropped from the program. You may notice other students with as many, or more, absences than those who were dropped. These students had valid reasons for being absent and were excused.

Beneath each school's record, the average attendance for the year is indicated.

ELLENVILLE

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Badner, Zelda	X	X	X	X	Ab	Ab	X	Ab	X	Ab	Ab	X	Ab
Buchwalter, Stephen	X	X	X	X	X	X	Ab	X	X	X	Ab	Ab	X
Dubiner, Eleanor	X	X	X	X	X	X	X	X	X	X	X	Ab	Ab
Finkelstein, Sharron	Ab	X	X	X	X	X	X	X	X	X	X	X	X
Goldberg, Norma	Ab	Ab	X	X	X	X	X	X	Ab	X	Ab	Ab	Ab
Horowitz, Karen	X	X	X	X	Ab	Ab	X	Ab	X	X	X	Ab	Ab
Lowe, Barbara	X	X	X	X	X	X	X	X	X	X	X	Ab	Ab
Manpel, Lydia	X	Ab	X	X	X	Ab	X	X	Ab	X	X	Ab	X
~~Rampe, Elizabeth~~	~~X~~	~~X~~	~~X~~	~~X~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	
Richard, E. Cynthia	X	X	X	X	X	Ab	X	Ab	X	Ab	Ab	X	X
Sokolow, Sharron	X	X	X	Ab	Ab	Ab	X	X	X	X	X	Ab	X
Wainapel, Stanley	Ab	X	X	Ab	Ab	X	Ab	X	X	X	X	X	X

Average Attendance: 8.31

HIGHLAND

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Brault, Carolyn	X	X	X	X	X	X	X	X	X	X	Ab	X	X
Brennie, Bernadette	X	X	X	X	X	X	X	X	X	X	Ab	Ab	X
Canino, Joseph	X	X	X	X	X	X	X	X	X	X	Ab	X	X
Dietz, James	X	X	X	X	X	X	X	X	X	X	Ab	X	Ab
DeMare, Sandra	X	X	X	X	X	X	X	X	X	Ab	Ab	X	X
Erichsen, Katherine	X	X	X	X	X	X	Ab	X	X	Ab	Ab	Ab	X
Jayne, William	X	X	X	Ab	X	X	X	X	Ab	Ab	Ab	Ab	X
~~Jones, Patricia~~	~~X~~	~~X~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~		
Morano, Michelle	X	X	X	X	X	X	X	X	X	Ab	Ab	Ab	Ab
Gibbons, Juanita			X	X	X	X	X	X	X	X	Ab	X	X

Average Attendance: 7.54

MARLBORO

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 23
Nolen, Bonita	X	X	X	X	X	X	X	X	X	Ab	X	X	X
Masten, Donna	X	X	X	X	X	X	X	X	X	X	X	X	X

Average Attendance: 1.92

NEW PALTZ

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
DuBois, Edward	X	X	X	X	X	X	X	X	X	X	X	X	X
Dyer, Linda	X	X	Ab	X	X	Ab	X	X	X	Ab	Ab	Ab	Ab
Graham, Roger	X	X	X	X	X	Ab	X	X	X	X	X	X	X
Grey, Bruce	X	X	Ab	X	X	X	X	Ab	X	X	X	Ab	X
Messerschmitt, Katherine	X	X	Ab	X	X	X	X	X	X	X	X	Ab	Ab
Pfeiffenberger, Andrea	X	X	Ab	X	X	X	X	X	X	X	X	Ab	Ab
Redfern, Jane	X	X	X	X	Ab	X	X	X	X	X	X	X	X
Rickard, Allan	X	X	X	X	Ab	X	X	X	Ab	Ab	Ab	X	X
Stillman, Michael	X	X	X	X	Ab	Ab	Ab	Ab	Ab				

Average Attendance: 6.69

ONTEORA

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Adsit, Patricia	X	Ab	Ab	Ab	Ab	Ab	X	Ab					
Cammann, Douglas	X	X	X	X	X	X	X	X	Ab	X	X	X	X
Cange, Jeffrey	X	X	X	X	X	Ab	X	Ab	Ab	X	X	X	Ab
Cooke, Mary	X	X	Ab	X	X	Ab	X	X	Ab	X	Ab	Ab	Ab
Cross, George	X	X	X	X	Ab	X	X	Ab	Ab	Ab	Ab	Ab	
Davidson, Andrew	X	X	Ab	X	X	X	X	X	X	Ab	Ab	Ab	Ab
DuBois, John	X	X	X	X	X	X	X	X	X	X	Ab	X	X
Epstein, Estelle	X	X	Ab	X	X	X	Ab	X	X	X	Ab	X	X
Frankle, Edward	X	X	X	X	X	X	X	X	X	Ab	Ab	X	Ab
Friday, Robert	X	X	X	X	X	X	X	X	Ab	Ab	X	X	X
Haggblom, Richard	X	X	X	X	Ab	Ab	X	X	X	Ab	Ab	Ab	

(Continued)

Onteora (Continued)

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Holt, Charles	X	X	Ab	X	X	X	X	X	X	X	Ab	X	Ab
Hyatt, Wendy	X	X	X	X	X	X	Ab	X	Ab	X	Ab	Ab	X
Karlsen, David	X	X	X	X	X	X	X	Ab	X	Ab	Ab	Ab	Ab
~~Ketcham, Nicolette~~	~~X~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~					
Knight, Diana	X	X	X	X	X	Ab	X	X	X	X	X	X	X
Mason, Jeanne	X	X	X	Ab	X	X	X	Ab	Ab	X	X	X	X
~~Sanford, Dorothy~~	~~X~~	~~Ab~~	~~Ab~~	~~X~~	~~X~~	~~Ab~~	~~X~~	~~X~~	~~Ab~~	~~Ab~~	~~X~~	~~X~~	
Segelkin, Roger	X	X	X	X	X	X	X	Ab	Ab	Ab	X	Ab	X
Shultis, Anala	X	X	X	X	X	X	X	X	Ab	X	X	X	X
VanCort, Bambi	X	Ab	X	X	X	X	Ab	X	X	X	Ab	X	Ab

Average Attendance: 13.92

RONDOUT VALLEY

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Bastian, Hildegard	X	X	X	X	X	X	X	X	X	Ab	X	X	X
Cox, Shirley	X	X	X	X	X	X	X	X	X	X	X	X	X
~~Dunn, John~~	~~Ab~~	~~Ab~~	~~Ab~~	~~X~~	~~Ab~~	~~Ab~~	~~Ab~~						
Eggers, Barbel	X	X	X	X	X	X	X	X	X	X	X	X	X
Elston, Anthony	X	X	X	Ab	X	X	X	X	X	Ab	Ab	X	X
Freedman, Joseph	Ab	X	X	Ab	X	X	X	X	Ab	Ab	X	Ab	X
Friedman, Richard	Ab	X	Ab	Ab	X	X	X	X	X	Ab	X	X	X
Johnson, Suzanne	X	X	Ab	Ab	X	X	X	X	X	X	X	Ab	X
~~McHugh, Leo~~	~~Ab~~	~~X~~	~~X~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~X~~	~~Ab~~	~~Ab~~	
Miller, Carl	X	X	X	X	X	X	X	X	X	X	X	X	X
Saul, Karen	X	X	X	X	X	X	X	X	X	X	X	X	X

(Continued)

Rondout Valley (Continued)

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Sheil, Nancy	X	Ab	X	Ab	X	X	X	Ab	X	X	Ab	X	X
Wood, John	Ab	X	X	Ab	X	X	X	X	X	X	Ab	Ab	Ab
~~Altholz, Robert~~	~~Ab~~	~~Ab~~	~~Ab~~	~~Ab~~	~~X~~	~~Ab~~	~~X~~	~~X~~	~~X~~	~~Ab~~	~~Ab~~		
Skolky, Sharon	X	X	X	Ab	X	X	X	X	X	X	Ab	Ab	X
Crepet, William	X	X	X	X	X	X	X	X	X	X	Ab	X	X

Average Attendance: 8.08

WALLKILL

NAME	Nov 6	Nov 16	Dec 14	Jan 18	Jan 24	Feb 1	Feb 5	Feb 15	Mar 11	Mar 21	Apr 11	Apr 18	May 16
Birch, Bernice		X	X	Ab	X	Ab	X	X	X	Ab	Ab	X	Ab
Hammer, Joel	X	X	X	X	X	X	X	X	X	Ab	X	X	X
Kalisky, Peter	X	X	X	X	X	X	X	X	X	Ab	X	X	X
Mooney, Robert	X	X	X	X	X	X	X	X	X	Ab	X	X	X
Rainieri, Salvatore	X	X	X	X	X	X	X	X	X	X	X	X	X
Schoellhorn, Richard	X	X	X	X	X	X	X	X	X	X	X	X	Ab
Terwilliger, Robert	X	X	X	X	X	X	X	X	X	Ab	Ab	X	X

Average Attendance: 6.08

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF ULSTER COUNTY — BOX 605, NEW PALTZ, N.Y.

The Senior Seminar

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GEORGE FERNANDEZ, Coordinator

1960 - 1961

(Dates listed are established - lecturers listed have been confirmed)

DATE	TOPIC	SPEAKER
Nov. 19	Atomic Physics	Dr. Floyd Parker Science Division State University College of Education, New Paltz
Dec. 10	Public Opinion and Propaganda	Mr. Charles Siepmann, Chairman Communication in Education New York University New York, New York
Dec. 17	Birds of Prey and Falconry	Dr. Heinz Meng Science Division State University College of Education, New Paltz
Jan. 21	Art - A Communicative Medium	Mr. Norman Rockwell Stockbridge, Mass.
Jan. 28	The Stock Market Wall Street	Mr. M. F. Hasbrouck, Resident Manager, Morgan-Davis Company, Kingston, New York
Feb. 11	Symbolic Logic Mathematical Proofs & Theory	Dr. Myron F. Rosskopf Mathematics Department Columbia University New York, New York

Feb. 18	Culture Changes & Anthropology	Dr. Rhoda Metraux Anthropologist - Curator American Museum of Natural History New York, New York
Feb. 25	Journalism - A Professional Art	Mr. Edmond Gilligen Journalist, Short Story Writer N.Y. Herald Tribune Bearsville, New York
Mar. 4	The Atomic Submarine	Skipper, or nuclear speaker to be announced. U.S. Atlantic Fleet, Submarine Squadron Ten, New London, Connecticut
Mar. 11	Contributions of Experimental Psychology Field Trip	Dr. Cyril M. Franks, Director Research Center Neuro-Psychiatric Institute Princeton, New Jersey Dr. John L. Kennedy, Chairman Department of Psychology Princeton University Princeton, New Jersey
Mar. 25	Astronomy and the Universe	Dr. Richard Ordway Science Division State University College of Education, New Paltz
Apr. 15	Drama of Music	Mr. Robert Craft Guest Symphony Conductor Lecturer-Recording Artist (CBS) Hollywood, California
Apr. 22	Explorations into Space	Capt. W.F. Ulmer, Jr. Assistant Professor, Dept. of Earth, Space and Graphic Sciences, U.S. Military Academy West Point, New York
Apr. 29	Government by Law vs Government by Man	Dr. John M. Sherwig Social Science Division State University College of Education, New Paltz
May 6	The American Theatre	Guest Lecturer to be announced
May 13	Labor - Management Relations	Guest Lecturer to be announced

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1961 - 1962 Sessions

DATE	TOPIC	SPEAKER
Nov. 11	Russian Secondary Education - Today A Comparative Education Study	Dr. George Z. F. Bereday, Professor Dept. of Comparative Education Teachers College Columbia University New York City
Dec. 9	Protoplasm - A Fundamental Study of Life and Its Living Substance	Dr. James C. Gray, Chairman Div. of Mathematics and Science State University College of Education, New Paltz
Dec. 16	Study of Man - Behavior in the Marketplace	Mr. Robert Greenman Academic Dean Orange County Community College Middletown, New York
Jan. 27	Man's Exploration of the Solar System Up-dating the Challenge of Space	Capt. Walter F. Ulmer, Jr. Assistant Professor Dept. of Earth, Space, and Graphic Sciences U.S. Military Academy West Point, New York
Feb. 3	Folklore and Tradition in Your Backyard - A Record of Our Heritage	Dr. Herbert Halpert, Professor Division of Humanities State University College of Education, New Paltz
Feb. 10	Geology and the Science of Age Determinations A Review of Radioactive Dating	Dr. Richard Ordway, Professor Div. of Mathematics and Science State University College of Education, New Paltz

PARTICIPATING DISTRICTS: Ellenville Central School - Highland Central School - Marlboro Central School - New Paltz Central School
Onteora Central School - Rondout Valley Central School - Wallkill Central School

Feb. 17	Anthropology and Evolution A View of the Future of Man	Dr. Rhoda Metraux Research Anthropologist American Museum of Natural History New York City
Mar. 10	The American Theatre Contemporary Views and Prospects of its Future	Mr. Dick Moore Actor - Director - Author Editor - Equity Magazine Actor's Equity Association New York City
Mar. 17	Semantics and Logic Structuring the Mathematical Proof	Dr. Myron F. Rosskopf Mathematics Department Columbia University New York City
Mar. 24	Freedom of Speech and Censorship	Professor Charles Siepmann, Chairman Communications in Education New York University New York City (Formerly, Vice-President, British Broadcasting Corporation)

CONTRIBUTIONS OF EXPERIMENTAL PSYCHOLOGY
FIELD TRIP - VISITATIONS

May 5 Morning	Principles of Motivational Marketing Institute for Motivational Research, Incorporated Croton-on-Hudson, New York	Mr. Irving Gilman Vice-President
May 5 Afternoon	The Brain and Behavior Studies in Experimental Psychology Lecture Room Yonkers School System Yonkers, New York	Dr. Robert Thompson Research Psychologist Columbia University School of Physicians and Surgeons New York City

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1962-1963 SESSIONS

DATE	TOPIC	GUEST-LECTURER
Nov. 13th	Student Orientation Night Parents invited to this special meeting for a program of explanation and description. First social meeting of students.	Remarks by school and college officials responsible for this program.
Nov. 17th	Immediate Backgrounds to Contemporary Philosophy	Dr. C. Douglas McGee, Prof. Dept. of Philosphy Vassar College Poughkeepsie, New York
Dec. 19th	Bio-Astronautics: Man-Machine Integration This will be a Wednesday evening Dinner-Seminar meeting. A special invitation is planned for school board members. To be held at the Rondout Valley Central School.	Capt. Clifford J. Fralen, Prof. Dept. of Earth, Space and Graphic Sciences U. S. Military Academy West Point, New York
Jan. 5th	Regional and Foreign Problems of the Middle East	Dr. Ahmad R. Haffar, Prof. Division of Social Sciences State University College at New Paltz
Jan. 26th	Science - Literature and Poetry: Relationships of Significance	Dr. Adam Gillon, Professor Author and Poet Division of Humanities State University College at New Paltz
Feb. 2nd	Topology: Squaring the Circle; One Side Surfaces; Odds, Evens and Ends	Dr. Jerome H. Manheim, Prof. Dept. of Mathematics Wagner College Staten Island, New York

PARTICIPATING DISTRICTS: Ellenville Central School - Highland Central School - Marlboro Central School - New Paltz Central School
Onteora Central School - Rondout Valley Central School - Wallkill Central School

DATE	TOPIC	GUEST-LECTURER
Feb. 9th	Is Evolution Progress?	Dr. Morton H. Fried, Professor Anthropologist Dept. of Anthropology Columbia University New York City, New York
March 16th	New Horizons in Experimental Psychology: Animal Behavior - The Learning Process and The Nervous System	Dr. Robert Thompson Experimental Psychologist Columbia University School of Physicians and Surgeons New York City, New York
March 23rd	Education, Preparation, and The Survival of Democracy: A Necessary Concern	Prof. Charles Siepmann, Chairman Div. of Communications in Ed. New York University (Formerly, Vice-President, British Broadcasting Corp.)
March 30th	A Director's Approach to the Play: From Inception to Conclusion	Mr. Lloyd Richards Director-Writer New York City (Mr. Richards' most recent directing credit was the Broadway production of "A Raisin in the Sun".)
April 6th	The Product and Its Image: A Research Approach to Marketing Field Trip - Croton-on-Hudson, N.Y.	Dr. Irving Gilman, Vice-Pres. Psychologist Inst. for Motivational Research
April 27th	Music and the Audience: Views of Composers and Performers	Mr. Claude Monteux, Conductor Mid-Hudson Philharmonic Orch. Flutist - Composer Poughkeepsie, New York

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1963-1964 SESSIONS

DATE	SEMINAR THEME	GUEST LECTURER
Nov. 6th Wed. College	Student Orientation Night Parents invited to this special meeting for a program of seminar descriptions and explanations. First social meeting of students.	Program purposes and remarks by school and college officials.
Nov. 16th Sat. College	A Philosophical Inquiry Into Your "Free Will"	Dr. Bernard Berofsky, Prof. Philosophy Department Vassar College Poughkeepsie, New York
Dec. 14th Sat. College	Exploring Tomorrow's World - A Dialogue of the Future For this session, Mr. Ben Apfelbaum, Antioch College student, and recipient of a Nat. Sci. Found. Grant to work at Columbia University, will assist the guest lecturer in her presentation.	Dr. Rhoda Metraux Research Anthropologist American Museum of Nat. Hist. New York City
Jan. 18th Sat. College	The Value of Man-Space-Flight- Its Science and Ramifications	Capt. Clifford J. Fralen, Prof. Dept. of Earth, Space and Graphic Sciences U.S. Military Academy West Point, New York
Jan. 24th Fri. Highland High School	Thinking Straight and Propaganda This will be a Friday Evening Dinner-Seminar meeting. A Special invitation and program is planned for the board members who represent our seven central schools	Prof. Charles Siepmann, Chair. Div. of Communications in Education New York University (Author, and former Vice-Pres. British Broadcasting System)

PARTICIPATING DISTRICTS: Ellenville Central School - Highland Central School - Marlboro Central School - New Paltz Central School
Onteora Central School - Rondout Valley Central School - Wallkill Central School

Feb. 1st Sat. N.Y.C.	The Play...The Stage...and the Director. An Off-Broadway Experience Field trip to New York. The seminar will be held at the Lloyd Richards Studio located in the Living Theatre Building (530 Sixth Avenue)	Mr. Lloyd Richards Director - Actor - Writer New York City
Feb. 5th Wed. New Paltz H.S.	The Nature of Prejudice and Discrimination in Africa	Dr. George O. Roberts, Prof. Div. of Social Sciences State University College at New Paltz
Feb. 15th Sat. N.Y.C.	Neuro-Psychology; A Capsule Full of Behavior Analysis Field trip to New York. This seminar will include a tour of the college's laboratory, and examination of their equipment used in physiological experiments.	Dr. Sidney Weinstein, Prof. Clinical Psychologist Albert Einstein College of Med. Bronx,New York
Mar. 11th Wed. College	Life at the Molecular Level. A Bio-Genetic Approach	Dr. Richard C. Jones, Prof. Science Division State University College at New Paltz
Mar. 21st. Sat. College	Comparative Religion; Dead or Alive?	Dr. S. Edward Hirabayashi Prof. of Religion Div. of Social Sciences State University College at New Paltz
Apr. 11th Sat. College	The Technical and Sociological Revolution in Obtaining and Transmitting Instant History.	Mr. Joseph Durso Assist. City Editor New York Times New York City
Apr. 18th Sat. College	Improbability: The Limitations of Intuition in Meta-Mathematics	Dr. Jerome Manheim, Prof. Mathematics Dept. Wagner College Staten Island, New York
May 16th Sat. College	Management: A Problem of Human Engineering	Dr. Lillian Gilbreth, Psychologist - Engineer International Lecturer (The book "Cheaper By the Dozen", was written by Dr. Gilbreth's children. It is the inspirational story of their life and family experiences.)
May 23rd Sat. College	Music...An Instrument for International Communication of Ideas-Views from a Conductor	Mr. Claude Monteaux, Conductor Mid-Hudson Philharmonic Orch. Poughkeepsie, New York

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GEORGE FERNANDEZ, Coordinator

1964-1965 SESSIONS

DATE	SEMINAR THEME	GUEST LECTURER
Nov. 4th Wed. College 8:00 P.M.	Orientation Night Special Parent Invitation First Seminar Part 1 The Dilemma of Conformity and Directedness: A Discussion of Value Conflicts	School Officials and College Representatives Dr. George O. Roberts, Prof. Div. of Social Sciences State University College at New Paltz
Nov. 14th Sat. College 10:00 A.M.	First Seminar Part 2 Continued from Nov. 4th Follow-up lecture - Discussions	Dr. George O. Roberts, Prof.
Nov. 21st Sat. College 10:00 A.M.	Mathematical Logic: The Clarity It Brings, and the Paradoxes It Leaves	Dr. Arnold Koslow, Prof. Dept. of Philosophy Columbia University
Dec. 3rd Thurs. New Paltz H.S. 6:45 P.M.	Censorship....For or Against? Special Dinner-Seminar. Board members representing our central schools are being invited to participate and observe an actual seminar in process.	Prof. Charles Siepmann, Chair. Div. of Communications in Education New York University (Author, and former Vice-President of British Broadcasting System)
Dec. 12th Sat. College 10:00 A.M.	American Foreign Policy In Asia: Problems and Prospects	Col. Amos A. Jordan, Prof. Dept. of Social Sciences U. S. Military Academy West Point Special Political Advisor to the U.S. Ambassador to India

PARTICIPATING DISTRICTS: Ellenville Central School - Highland Central School - Marlboro Central School - New Paltz Central School
Onteora Central School - Rondout Valley Central School - Wallkill Central School

Jan. 16th Sat. College 10:00 A.M.	Two Slavonic Bridges: Influences of Eastern Music	Mr. Hanus A. Schimmerling Composer Woodstock, N. Y.
Jan. 30th Sat. Seminar Trip 10:00 A.M.	Scientific Mountains Out of Molehills: The Technology of Magnification Using the Electron Microscope Students will be transported for this session to Union Carbide's Research Institute. Assisting Dr. Brantley will be two other members of the Institute's research staff.	Dr. J. Calvin Brantley, Dir. Research Institute Union Carbide Corp. Sterling Forest Tuxedo, N. Y. Research Staff Dr. Fred Wendt Mr. Wolbert Roettegers
Feb. 10th Wed. College 7:30 P.M.	Religious Perspectives and Values: Who Looks At What?	Dr. S. Edward Hirabayashi, Pro Comparative Religion Div. of Social Sciences State University College at New Paltz
Feb. 24th Wed. College 7:30 P.M.	Poetry: Eternal and Modern	Miss Jean Garrigue Award Winning Poetess and Auth New York City Her latest book: Country Without Maps
Mar. 3rd Wed. College 7:30 P.M.	Oceanography: The Science of Deep Sea Research and Explorations	Dr. Bruce C. Heezen Senior Research Scientist and Expedition Leader Lamont Geological Observatory Palisades, N. Y.
Mar. 13th Sat. College 10:00 A.M.	The Significance of the Metropolitan Population Explosion - An Analysis of Issues and Problems	Mr. Richard May Community Planner Consultant and Lecturer White Plains, N. Y.
Mar. 27th Sat. Seminar Trip 10:30 A.M.	The Training of An Actor An all day session has been planned in New York City at the: American Musical and Dramatic Academy.	Mr. Philip Burton President and Director A.M.D.A. - New York City and Mr. Robert Modica Chief Instructor A.M.D.A. - New York City
Apr. 3rd Sat. Seminar Trip 10:00 A.M.	A Morning With John Pike: Insights Into An Artist at Work A half day session has been planned for our students to meet with Mr. Pike at his studio.	Mr. John Pike Artist-Illustrator-Painter Woodstock, N. Y.

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GEORGE FERNANDEZ, Coordinator

January 15, 1965

Dear Seminar Student:

Please accept this letter as your official notice regarding the two Seminar field trips planned for January 30th and March 27th.

January 30th Saturday Tuxedo, N.Y. - Union Carbide Corp.

Dr. J. Calvin Brantley, Director of the Research Institute of Union Carbide Corp., will conduct this Seminar on Scientific Mountains Out of Molehills: The Technology of Magnification Using the Electron Microscope.

*Starting Time: Buses will promptly leave from the circular driveway of the college (Plattekill Ave.) at 8:30 A.M., and return by approximately 2:45 P.M..

March 27th Saturday New York City American Musical and Dramatic Academy

This Seminar will be conducted by Mr. Philip Burton, President of A.M.D.A., and will be an all day session.

*Starting Time: 7:30 A.M. - Circular Driveway
Return: Approximately 5:30 P.M.

A permission slip for these field trips is enclosed with this letter. In order that there be no complications regarding your attendance, please be sure it is signed by your parent or guardian, and returned to me on or before January 22nd. NO STUDENT WILL BE ALLOWED TO GO UNLESS THEIR PERMISSION SLIPS HAVE BEEN RETURNED BY THE 22nd. You will need to bring your own money for lunch, etc., with you.

Respectfully yours,

George Fernandez
Coordinator

GF:hk
Encl.

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF ULSTER COUNTY

BOX 605, NEW PALTZ, N.Y.

The Senior Seminar

A joint project of the Secondary Principals' Council of the Ulster County Board of Cooperative Educational Services and the State University College, at New Paltz, N. Y.

GEORGE FERNANDEZ, Coordinator

March 26, 1963

To: Senior Seminar Students

From: George Fernandez

Re: Seminar Field Trip - Saturday, April 6th, 1963

Place:	Institute for Motivational Research
Location:	Croton-on-Hudson, New York
Theme:	The Product and Its Image - A Research Approach to Marketing
Guest-Lecturer:	Dr. Irving Gilman, Vice Pres., (Psychologist)

AGENDA FOR THE DAY

Time: We will leave promptly at 8:30 A.M.

Return: We should be back at New Paltz between 3:00 and 3:30 P.M.

Seminar: 10:00 to 11:00 A.M. - Dr. Gilman's presentation on the basis of marketing research, and his Institute's approach to the problem.

11:00 to 12:00 Noon - Techniques of the Institute. (Role Playing, Depth Interviews, Surveys, etc.) Student Involvement.

12:00 to 1:00 P.M. - Descriptions of current projects being carried on by the Institute. (Research on smoking, newspaper strikes, the automobile industry, as well as the type and methods of research which the Institute is conducting for political parties in Europe.)

Lunch: We will eat after our seminar is finished, and on our way home. Please bring enough money to cover food costs.

In order to assure no complications with regards to your eligibility to attend this session, would you please return the enclosed parent's signature slip to me no later than Monday, April 1st. I will be happy to receive them this coming Saturday morning, if possible. No students will be allowed to come unless their permission slips have been submitted. Thank you.

GF;ks

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GEORGE FERNANDEZ, Coordinator

Dear Seminar Student,

As I conveyed to you this last Saturday, plans are now being made with regards to our seminar session with Mr. Lloyd Richards on March 30th. We have been able to make arrangements with him to transport our group to New York on that day, and hold the seminar in one of the New York theatres (the Gramercy Theatre in Manhattan).

This letter is being written to inform you of our general procedures and the tentative agenda for that day. Enclosed is a permission card which should be returned to me no later than Tuesday, March 26th. Your parent or guardian must sign it in order for you to attend this seminar. (If convenient, you may personally return the card to me during this Saturday's seminar of March 23rd.)

If you are unable to attend this session, please discuss it with your high school principal, and return the card with a comment on it that you are "NOT GOING". This way I will know the response from each member of our group.

We are, indeed, most fortunate in being given this opportunity by Mr. Richards. The sessions planned for that day should prove to be an exciting and quite different type of seminar. For this session, we will not only meet a director, professionally engaged in the theatre, but he will make it possible for you to meet a few young actors and actresses in a demonstration of directing techniques and acting. I feel that this rare experience will be one to be remembered and referred to by the members of our group for a long time to come.

The agenda for that day is as follows:

Seminar - A Director's Approach to the Play

Date: Saturday, March 30th.

Time: We will START promptly at 7:45 a.m. from the New Paltz College circle driveway (next to the Main Library building).

Return: We should be back at New Paltz between 5:30 p.m. and 6:00 p.m.

Seminar: 10:00 a.m. - 12:00 p.m. - The Gramercy Theatre. Mr. Richards' discussion on his approach to the play, and a director's concerns in analyzing a play.

Lunch: 12:00 p.m. - 1:15 p.m.
(Local restaurants)

Seminar (Continued): 1:30 p.m. - 3:30 p.m.
At this time, Mr. Richards will emphasize the techniques used by directors with the assistance of his colleagues. A "live" demonstration will take place.

Return trip: 3:30 p.m. - 5:30 p.m.
(We are indebted to Mr. Perkins and the Highland Central District for providing us the use of their buses.)

The above sequence is tentative, and if in Mr. Richards' judgement a change is necessary, the seminar procedures will be altered.

All students are requested to bring enough money to cover their lunch, and any road stops which will probably be made.

If you receive no other communication from your principal or from me, then you may assume that the arrangements described above are in effect, and I look forward to seeing you on Saturday, March 30th, by 7:45 a.m..

Respectfully yours,

George Fernandez
Coordinator

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF ULSTER COUNTY
BOX 605, NEW PALTZ, N.Y.

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GEORGE FERNANDEZ, Coordinator

The six Central Schools of Ulster County have jointly developed a program of intellectual enrichment for approximately 90 superior seniors. This program, consisting of a series of 12 seminars conducted by acknowledged authorities and nationally prominent lecturers, will provide the student participants with information and demonstrations on topics which are normally beyond the scope of the high school curriculum. The seminar lectures will start in early fall of the 1964-1965 school year.

We look upon these seminars as a unique opportunity to challenge and inform the more superior student with this program of academic enrichment. The topics will vary from the humanities to the arts and sciences. With but a few exceptions, the seniors in this group would have scored at, or above, the 92nd percentile in the composite score of the National Merit Scholarship Examination. Each student's academic record is closely reviewed, and a final recommendation is received from their high school principals.

Seminars which have been conducted in the past include topics such as: Explorations into Space, Culture Changes and Anthropology, Art, Symbolic Logic and Mathematical Proofs, Public Opinion and Propaganda, Journalism, Government by Law vs. Government by Man, The American Theatre, Marketing Research, Poetry, and Bio-Astronautics.

With the exception of planned visits away from home, most lectures will be held at the State University College at New Paltz, New York, from 10:00 A.M. to 12:00 noon on Saturday mornings. The two hour session will include a question and answer discussion period between the guest lecturer and the seminar students. If a lecturer wishes to offer a specific reading or piece of research that would be beneficial to the members of the group in advance of the lecture date, these wishes will be respected and the pre-lecture briefing materials secured and read.

Since the funds for this program are limited, we would be in a position to offer a small honorarium in addition to travel expenses, whenever necessary.

NYSED

Enrichment 12th grade

Saturday Seminars

BOCES of Ulster County
New Paltz, New York

SATURDAY SEMINARS - Bright 12th graders from several school systems spend certain Saturday mornings and Wednesday evenings at the State University College of Education at New Paltz. As members of a special Senior Seminar Program, they meet with lecturers in a wide variety of fields: art (Norman Rockwell), journalism (Joseph Durso, Assistant Editor - New York Times), astronomy (Dr. Richard Ordway, author and professor), theatre arts (Lloyd Richards, Broadway director), brain research (Dr. R. Thompson, Columbia Medical School), etc.

The seminars include at least two special trips each year. In the past the students have visited the Center for Motivational Research at Croton-on-Hudson, Princeton University's Experimental Center in Psychology, the Shakespearian Festival in Connecticut, and Union Carbide Research Center in Tuxedo, New York.

Time: 2 hours + each session

Equipment & Materials: No special equipment needed other than normal AV requirements.

Started: 1960

Observable by Appointment: November and later

Written Description: Available

For further information, write:

George Fernandez, Assistant Superintendent
BOCES of Ulster County, New Paltz, New York